

VOICE MESSAGING

(19)

1 When I do not get the calendar and some times it is on last-week's
2 lunch, actually the two or three times I missed, they have had it
3 there.

4
5 We talked earlier about some thing you would like to see that would be
6 more meaningful. Any other things as far as messages from teachers
7 that you would like see us work. More meaningful things or less waste
8 of time for you?

9
10 Some times, just from the principal, they would leave a message, have
11 a nice weekend. I like getting them but do not do it just because you
12 feel like you have to leave a message. You at least have some type of
13 information in there rather than, it was a great week, see you next
14 week.

15
16 Do not bother with those.

17
18 Anything else.

19
20 You already talked about a lot of benefits from the voice messaging.
21 Help me with this. There is a trial for it and ... Should we continue
22 beyond that? Is it something you would like to have one more month?

23
24 In the school we have some much for child and if you can provide more,
25 maybe they have some additional money.

26
27 I think \$50 people signed up for it. That is what we have there.

28
29 Our school has 3,000 because the first month more than \$50 took it and
30 then, after that, for every child whose family kept the service for
31 one more month they got additional two books.

32
33 Are you planning not keeping it beyond that?

34
35 Yes, we are keeping.

36
37 It started back in the Fall.

38
39 Are you continuing it? Why?

40
41 It works. We do not have to keep it to find out the messages. We can
42 calling and do it but it is more convenient to have that message there
43 in the morning and dial in.

44
45 I am always on the run; I am never home. I can call and check them.
46 Breeze through, three-three, all day. It is really convenient.
47 Especially when it is the features you can use.

48
49 You like the features, I understand. Have we not had this trial,
50 would you have gotten voice messaging?
51

Tape Transcription

VOICE MESSAGING

(20)

1 No, had the school not been involved.

2
3 After having tried it and realizing the benefits of the features
4 Or is it the convenience of getting the messages from school?

5
6 It is the convenience, because I contemplate it every month. I will
7 just pay it.

8
9 For it is the convenience; I can just say, my answering machine, I can
10 call in for messages but I never --- until I have it.

11
12 I am curious. Let us say this trial went away and for some reason for
13 a while I have to take it out the back burner and go work on it and
14 eventually we did not have it. Would you keep voice messaging or
15 would you ...

16
17 You mean if we did not have parent teacher exchange?

18
19 Yes, would you keep it?

20
21 I have the answering machine where I called in and I am on the go all
22 the time; so I just call in. The selling point of this, for me, is
23 the school and the messages. If the parent-teacher exchange were not
24 involved I would not do it.

25
26 I agree.

27
28 If I did not get the messages; if I was to chose I would have already
29 dropped it.

30
31 Anybody else would cancel voice messaging if you did not have parent
32 teacher exchange?

33
34 I would still keep it.

35
36 [REDACTED]?

37
38 I think I would still keep it because something else I do not like is
39 how you get interrupted by those sales calls and you are on the phone
40 with somebody with whom you really want to talk. When I had
41 call=waiting you have to check and if it is an encyclopedia salesman
42 or cleaning. Then you really get annoyed you wasted that time and you
43 have to get back to your conversation. Some times, just somebody
44 wants to hear it beep because they think it is important and they just
45 get right off. Then you have to call right back.

46
47 Do you realize these features before?

48
49 I had some friends who had the voice messaging and they had personally
50 told me they loved it. They would not go back to anything. I just,
51 it is the extra trouble that you have to call US WEST to link to it

Tape Transcription

VOICE MESSAGING

(21)

1 and sign on. I think that extra trial period and the fact that the
2 school is making extra money from it I think it makes you think it is
3 worth the try.

4
5 Are there any benefits for your children to have voice messaging.

6
7 For mine it is nice; her mother lives out of state and she calls and
8 leaves a message and knows that it is going to go through no matter
9 what. Calls from grandma and grandpa. She is getting at the point
10 where her friends will be calling and they leave messages on there.
11 They would say call me or things like that.

12
13 I noticed those computer messages that say, I am talking to a real
14 person, please talk.

15
16 On nice thing, and I think it has the feature, although I need to
17 check into it because, my daughter says she is getting a million phone
18 call a night. I am the one who checks voice messaging at home, [REDACTED]
19 called, [REDACTED], [REDACTED], [REDACTED]. I think they have the feature where you can
20 leave a message for a particular person. That would be really handy
21 if it is, as I think, one of the feature. That way I do not have to
22 listen to everybody calling for [REDACTED] because she can check her own
23 messages.

24
25 They can also leave you a message before they go some place to let you
26 know what is going on.

27
28 My daughter has called in to make sure I know where she is.

29
30 She has learned to use it right away and now and then she would need
31 to call and tell the teacher something about what happened, or she
32 would have a question and she would call and leave a message.

33
34 Is there any concerns to using PTX?

35
36 You find out into which way it went. I agree I didn't find out about
37 that till about a month.

38
39 So, you went into a mail box ..

40
41 Let us say my teacher has been assigned a mail box 123. There is
42 where she puts her messages or the general information. Then, if you
43 want to reply to some type of things she has said, she is talking
44 about the weather saying, well, I have some equipment. You press
45 eight it does not do anything. You have to back out and go into the a
46 different number.

47
48 Is zero-zero not their message which has been recorded and zero-one if
49 you would like to leave a message, please do so.

50
51 It took me three months to figure that out.

Tape Transcription

1 It is very frustrating not to be able to do it.

2
3 So, when you get their message you want to also reply to it right on
4 the spot without getting out . Anything else.

5
6 Any suggested improvements?

7
8 How about the interaction between you and your child? has it
9 improved?

10
11 She does not like the fact that I know but, yes.

12
13 It is like last night with that test. You above them there because
14 you are on top of the whole thing. I know what she is going to do at
15 school before she goes.

16
17 What is her reaction?

18
19 Usually, at the dinner table I will ask all three of them, do what did
20 you do at school today, and that is a big thing for them to tell. In
21 the back of my head, I know if she says some of things she says, I
22 knew she was going to do that. I do not say that to her not to take
23 her glory away. It is funny I can follow the trail of what is going
24 on her school. In fact, the only bad thing is that, when she forgot
25 her spelling words once she said, just call that thing and get it. I
26 did I thinking that it was her way out. Even if I could have gotten
27 in there, it was her responsibility to know that.

28
29 They have the tendency to depend that.

30
31 Call that thing, she has said a couple of times.

32
33 Any change of interaction between you and the child because of the
34 service or not?

35
36 Just keeps us more on top, I think.

37
38 How about calling in. You called in for messages, I take.

39
40 I called in a couple of times and I have not had any trouble.

41
42 Mostly you get the messages just announced to you and you do not have
43 worry because they are there. How would you call in? any other
44 reaction to that process?

45
46 It is a little slow; if there was some way to go through it. There
47 are times when I am not sure of a number I do not have; the notes say
48 seven or eight and I do not know which one it is. I go back out and
49 back in and this is something of the product. It is not enough to
50 really influence me not to call; it is just nice to be able to have a
51 shortcut.

Tape Transcription

1 Have you try to over-write it. Have you tried pressing ...

2
3 If you know the number you can enter at any time; but if I am not sure
4 of the number of my case, if it is seven or eight, I have to go
5 through and wait and say, one press this, two press this and so
6 forth.

7
8 You do not call very often. So you make the instructions shorter,
9 talk faster, or what?

10
11 Some times, like if I use the answering key rather than hang up here
12 is someone saying good bye to you use that to speed it up. A faster
13 way to the next option.

14
15 What do you think of the service provided by the US WEST personnel?

16
17 Was there any thing you see?

18
19 We just signed up. I never talked to anybody. A couple of months I
20 called them and they were very nice. She was very, very nice.

21
22 Hey call us, originally, to confirm that it was what we wanted to do.
23 How many rings do you want before your phone picks up and that kind of
24 things. Other than that we do not have too much to see with them.

25
26 I am seeking to remember if we have gotten any phone call after that;
27 maybe once. How is it going, I do not remember. Other than that I
28 did not get any communication.

29
30 Should there be? do you expect any other communication?

31
32 It is like a waiter at a restaurant; once you get your order you do
33 not pay attention to them any more. I find it very handy if I have
34 any questions about the PTX. I just call and I listen to --- this
35 program.

36
37 Any suggestions you have for improving PTX in a way that helps you
38 more?

39
40 I think they need to make it more available; Like I talked earlier, to
41 the parents who have groups. I have not heard that offered to us; I
42 just know that because I work with another family and I think they
43 need to expand it in that level to say, you know, people who have a
44 large group or if you are working on projects, this is available, call
45 this person and we can set you up. I do not know how it works yet.

46
47 Yes, anything. Reports, fund raisers, any stuff. As long as we know
48 it is available, s I said, I need to talk to her to find out to whom
49 she will talk and then go to that person. Whereas if there was ...
50 Maybe this is coming next but ...
51

Tape Transcription

VOICE MESSAGING

(24)

1 Let us say it was, Geri. You had scout troop and 2/3 of them have
2 voice messaging and the other third did not. How would you want to
3 handle that other third?

4
5 I would, that is a good question. I will tell you I would do it. I
6 would assign the two thirds to say, could you call, you know, and
7 figure out a way to tell the rest. I am assigning you these people
8 so they can make the phone calls.

9
10 What if they have to work and also to call that third and the phone
11 rang and it p[lays, you know, the message plays and now, you know,
12 they could pick it up or, it could be an answering machine that comes
13 on, it could be the parents themselves ...

14
15 You mean if somebody picks up the phone and hears someone other than
16 an actual person talking?

17
18 I would like some kind of confirmation that the person got it.

19
20 Other wise I mean,

21
22 If they can figure put to tell me that they got it; that someone has
23 picked up the message. Then again, you would not know.

24
25 If your choice is that you can have broadcast to these two thirds or
26 you can do it some other way, what would you do?

27
28 I can probably do that. Considering home many calls I make some
29 times on things, I have to call 20. So, if it took care of two thirds
30 of them, that would make me happy. I would not worry about the fact
31 that they got it or not. They are, as you said, accountable for
32 getting those. I would be confident they would get it and I would
33 call the others. I would take care of it by myself.

34
35 I have a child in middle school too and they have the speed-dialing
36 thing. It rings, you pick it up and they say it right away. This is
37 [REDACTED] with this meeting. It is not nearly as efficient; it
38 does not go on a machine where you can go on and hear it. It is not
39 as good as this system.

40
41 I know that the middle school was talking about getting this system
42 and I hope they do it very soon.

43
44 What do you think of US WEST offering these services?

45
46 Clever marketing.

47
48 I was going to say. It was smart to do because, look at how many
49 people were paying \$6.95 A month that would never have done it. They
50 get \$2,000, which is not that much money but it looks good and I do
51 not think they will lose.

Tape Transcription

1 I look at it more favorably. I think the corporations which are
2 trying to help facilitate communication and education; I think that is
3 great! So, it is a good marketing tool.

4
5 Everybody has a different opinion?

6
7 I have seen them all. I just see it as a bottom line.

8
9 Do you think more or less of US WEST for doing this kind of thing?

10
11 It was very clever and it is working.

12
13 Let me see what the other questions would be in the back. I will be
14 back in just a moment.

15
16 She has questions. You have a couple of pieces of material on the
17 mail about the service? What do you think of that material?

18
19 I remember there was a hard card which I lost. They it looked very
20 self-explanatory but.

21
22 I am glad someone sent it to me. It is one of those priorities I have
23 like call-waiting, pager, they are all in the drawer I need it, I
24 just pull it out. I try to remember all those things.

25
26 Was it helpful?

27
28 Yes.

29
30 I already have the voice messaging; I think it was flag-ship
31 subscriber. I have had it for about three years and I do not think I
32 got anything, except for the school who sent me something two months
33 after I started. I got the list of all the teachers' number. It took
34 me another month to figure out the zero and the one and the rest of
35 the features. It would be nice to have a sheet on the front with all
36 your school number, if you possibly want to call the teacher on every
37 grade. On the back all the things pull tricks. In your refrigerator
38 magnet.

39
40 Do you remember doing that?

41
42 I had one a little bit different. The first mailing I read it, I look
43 at it, if I have questions I call. I make my decision at that time.
44 If anything comes, I give her --- appropriately. If I see a good
45 service that appeals to me I will get. If there is a reason for
46 curiosity I will pick up the phone and call asking about it.
47 Anything more, it is nonsense mail. I have already made my decision
48 and I do not care if I see 100 times, it is going to be in the
49 garbage.
50

1 There is some issues about, you know, some of you are really happy
2 with the kind of messages you are getting and others do not seem too
3 thrilled thinking it can be improved. What would be a good way, I
4 mean, you have given me this big feedback here but, what would be a
5 good way to solve that?

6
7 I think, I mean, a meeting with the school personnel. Have three
8 people from each classroom who have PTX exchange, get together with
9 the principal and probably the teacher.

10
11 US WEST could do some focus groups with parents and teachers together.
12

13
14 Teachers do not know, you know, in our case we want more information.
15 Well, I have not told the teacher I want it. How do they know?
16

17 I also think that maybe there should be a liaison between the school
18 and US WEST. Other idea is that US WEST should hire a teacher to just
19 totally have teacher's support and education in the service.
20 Workshops in the school that are going to get this.
21

22 I think it would be nice if the teachers have enough stuff going on
23 and it is going to be making it difficult asking, in my case, I am not
24 getting much at all. I think it is unrealistic to ask her to make a
25 daily up-date but it wold be nice to just once a week saying, yes,
26 this is what we did or I will make a progress on this.
27

28 In [REDACTED] all the teachers have phones in their rooms. So, it
29 is easier for them because children go to special whatever during the
30 room. They could be done in one minute.
31

32 Any other solutions to get better messages?
33

34 Just the groups. Maybe knowing what the teachers want. Making them
35 feel more comfortable with the system and encouraging them that we
36 appreciate it.
37

38 I think if they knew how much we thought about it; maybe they would
39 feel like that would help them to encourage them to use it.
40

41 If she is not using and nobody is saying anything.
42

43 I mean, you are going to have people who do not want it; but the
44 majority appreciate it.
45

46 I think you have done some replying back, have you not? Other than
47 you, have you thought of replying back either with, yes, this
48 information is right, I like this, I wished you gave me this kind of
49 information? Have you thought of doing that or you think it is your
50 place to do it.
51

Tape Transcription

1 I think it is good on both sides. It does make a good communication
2 to it. Open your communication between the teacher and yourself.

3
4 How about you. You said it can be better. Have you thought of
5 calling her and say, hey, here is what the plan could be.

6
7 No. But in a way I have. I had messages on there, I left messages a
8 couple of times asking for some information about when you are going
9 to call. This is what I want to know; but I do not hear anything
10 back.

11
12 So you tried.

13
14 As far as the marketing goes, quite honestly, US WEST would gain a
15 lot more. We have a dozen people in this room and depending to whom
16 you talk either there is going to be encouraged not to get it or they
17 are going to say, I am really missing out on something. In my case I
18 say it is a great tool; but I have to take it or leave it. I am not
19 getting it. I talked to Beckie or Geri and you are getting
20 information;

21
22 It would be better if it was like after school, for 20 minutes once a
23 week for three weeks. It is not going to take very much, they are
24 going to get a lot out of that little time and it is not taking part
25 of your Saturday away.

26
27 I would go a step further; I would say, you have the list of
28 substitute teachers. Monday morning we are going to have kinder
29 garden and first section and have substitute teacher lined up to cover
30 those classes in the morning. The teachers are pulled out of the c
31 classes, taken somewhere and the afternoon the substitute teachers get
32 a day's worth of pay. Teachers do not have to lose their personal
33 time.

34
35 Teachers have service day. It should be part of their service because
36 this is a communicative tool which should really be to their
37 advantage. Every month for half a day.

38
39 This is a tool that you can use professionally as a teacher to help
40 you in class or in the board. It appears to be that way to me. So,
41 in a professional level, not just

42
43 I cannot imagine not taking, it is not that hard to punch in a number
44 and leave a message. I cannot imagine there is that much training for
45 the service. I just got a new system; they learn what number to punch
46 in, send the message and that is all.

47
48 That is the mechanics of it but, how can you use that as a
49 professional to communicate to a lot of people what you want to say.
50 How can you be more affective with it.
51

VOICE MESSAGING

(28)

1 How about staff meetings. They can set aside 30 minutes and split
2 everybody until they learn. It is already scheduled, they are already
3 there, the whole school is there, they can just do it there.
4
5

VMS PTX DISCUSSION GUIDE Teachers

Introduction/Background

- Purpose and protocol
- Participants background -
 - Name
 - School
 - Position/subjects and grades teach

Usage and Perceptions

- ASK TEACHERS TO WRITE DOWN
 - Approximately how many times during the month of February did you record a message on PTX?
 - Using the A+ to D- and F grading scale, what grade would you give PTX overall?
 - What grade would you give to PTX for ease of use? For training? For training materials?
- REVIEW How often did you use the service during February?
 - On what occasions did you record a message/update a message? Why on those occasions?
- What type(s) of announcements have you been recording to parents? To other teachers? To others?
- Has your usage of the service been consistent over time or did it change?
 - IF CHANGED How did it change and why?
- Overall, how did you feel about the service initially?
 - Were you anxious to try it, hesitant to try it or what?
 - IF HESITANT What hurdles did you have to overcome before trying it? Before using it more?
- REVIEW What grade did you give PTX overall?
 - Why did you give it that grade? PROBE
 - What would need to be different for PTX to get a higher grade overall?
- How did PTX compare to what you might have expected?
- What benefits, if any are there to using PTX? Any others?
 - Is it important to communicate with parents? Why?
 - Are there any other benefits when communicating with parents?
 - How about with other teachers? With administration?
 - Did you see any change in your student's performance?
- What drawbacks or concerns, if any, are there to using PTX? Any others?
- How did PTX impact communication within the school?
 - How critical was the involvement of school administrators in using PTX?
- How did you communicate with parents in the past?
 - How does PTX compare (to that method)?
 - Could PTX replace the means you had of communicating previously or not? Why/why not?
- REVIEW What grade did you give PTX for ease of use? Why?
 - What would need to change for PTX to get a higher grade for ease of use?
 - Any other suggestions for improvement?

- **REVIEW** What grade did you give PTX for training? Why?
 - What would need to change for PTX to get a higher grade for ease of use?
 - Any other suggestions for improvement?
- **REVIEW** What grade did you give PTX for training materials? Why?
 - What would need to change for PTX to get a higher grade for training materials?
 - Any other suggestions for improvement?
- Did you get any feedback from parents or your students?
 - What was their reaction?
- Did you get any feedback from other teachers?
 - What was their reaction?
- What did you think of the service provided by U S WEST personnel?
 - What type of involvement would you like to see from them in the future?
- Do you have any other suggestions for improving the PTX service that has not already been mentioned?
 - Are there any other applications for PTX that you can think of?
- Have you received any feedback from parents?
 - IF YES How did they tell you? What was their reaction?
- What do you think of U S WEST for offering the PTX service?

Wrap up

- Any other comments?

VOICE MESSAGING

(1)

1 Some times these are video-taped; this is not. Some times I have a
2 lot of milage of video taping but I guess we'll have to hold on tape.

3
4 It sounds like most of you ... There are just a few things I want you
5 to jot down for me, other than those other ones. It sounds like most
6 of you know each other here. If you take just a mom moment and
7 introduce yourselves. Tell me your name, what school you teach and
8 also what kind of subjects or subject you teach.

9
10 My name is [REDACTED] teach second grade at Madison.

11
12 So you have the same class all day round.

13
14 I'm [REDACTED] and I teach third grade.

15
16 I'm [REDACTED] and I teach third grade.

17
18 I am [REDACTED] and I teach seventh and eighth grades at [REDACTED]
19 school, social studies.

20
21 So you are just different. You three hold classes all day long and
22 you have middle school children. How many different classes do you
23 have with students.

24
25 Six different classes.

26
27 Your subject again is ...?

28
29 Social Studies.

30
31 Are all the same?

32
33 Well, there are four actual homes that are being divided in different
34 times. So, there are four classes that I actually teach.

35
36 I am [REDACTED] and I teach with [REDACTED] at [REDACTED]. I also have
37 seventh and eighth. I have a seventh grade home-room. I teach
38 religion to those children and I have six separate classes of science
39 every day.

40
41 I would like you to do something for me before we get into actual
42 discussion. We are to do some grading here; I know you have never
43 done that before. I would like you to mark down, first the first name
44 so I can refer back to what you say and I do not, again, put anything
45 into your report based on individuals.

46
47 Approximately how many times during the month of February did you
48 record a message on PTS? This can be approximate; just put down about
49 how many times you used and IBM.

50
Tape Transcription

VOICE MESSAGING

(2)

1 Then, using the famous (A+, d-) up-grading scale, some schools still
2 do some today; I would be curious what grade would give PTX over all.
3 However you want to assess it; what grade would you give it we will
4 get into discussion about why.

5
6 I am going to ask you for three more grades so, just put over all next
7 to that one, if you do not mind.

8
9 Then next one is for ease of use; what grade would you give for ease
10 of use? What grade would you give for training and what grade would
11 you give for training materials.

12
13 By the way, I am not looking for consensus to your debate; we have
14 different opinions and I am certainly welcoming those.

15
16 We are getting into the assessments, the grades on that; I would like
17 to talk about just how often you use these services and we will start
18 to focus on February. Then, on what occasions did you record or up-
19 dated a message and why. what kind of frequency were you doing it.

20
21 [REDACTED] I have seventh and eighth grades social studies religion
22 and others. So, what I do is, once a week I put on my home
23 assignments or anything that has to be done. I am probably a little
24 bit different than everybody else in the sense that I feel that eighth
25 graders should have a lot of responsibilities as far as what they need
26 to know. so it is up to my seventh and eight graders to call in to
27 find out if they are missing any of their homework. I have very
28 rarely, I have never sent a message to everybody. Okay, so I really
29 feel that, in my capacity, I give them the responsibility to call me.

30
31 So you put the message on there and say, okay, here is the homework
32 and it is for the parents or teachers to call in and that is your
33 philosophy, is it not?

34
35 Yes, they have to become responsible, so they have to call my listen
36 only mail box to find out what is available. I have had parents call
37 and ask for me to call them back.

38
39 How about the elementary side; I am curious as to what you do.

40
41 I have used it either two or three times, I do not remember. I feel
42 just the opposite. Third grade is such a transitional year where I am
43 seeking to build responsibilities; so I refuse to use it for homework.
44 My messages are strictly to the parents; general type things, things
45 that are happening, things I want them to remember. We have a study
46 skills from work-sheet which are a part of our school training the
47 children in how to use it. Everything goes on that three-ring
48 binder. So, for that reason I do not put homework on the phone.

49
50 So, what kind of messages were they.
51

Tape Transcription

VOICE MESSAGING

(3)

1 For example, there was a message today in which there were pictures,
2 and, though it is on their homework., that is something you do not
3 want the children to miss. That it why I put a message on it to
4 remind parents that today is picture day. Be sure and bring your
5 smiles and your color clothes; those types of things. Unfortunately,
6 my mother passed away and I had to put a recording out to the parents
7 thanking them for some things they have done during my absence and
8 those types of things. It is more in general; back and forth
9 conversations that we carry on.

10 [REDACTED]
11 [REDACTED] I have only used it twice. I use it very similarly to [REDACTED]
12 I do not give homework on it. I give general information like student
13 teacher. This semester I recorded to the parents that she was taking
14 over and that the children were very helpful. The program she was
15 doing was co completed. Just general information for them.

16
17 I use it every week and I do similar things as newsletter types of
18 situation. I tell them who the start student for the week is and
19 something about them. Like if they like to color blue, like to eat
20 pizza, they are going to grow up to be ... I put school announcements
21 but I also let them know every week what the reading story is going to
22 be, the math concept, the spelling concept and I keep them informed
23 as to what specific group is going to be out. the children who do not
24 have, the message usually goes to everyone, and the other families
25 know to call in on Monday night. they enjoy that; if you are the star
26 student they want to hear about what I have to say. I use it every
27 week and this in little writing appearing in newsletter.

28
29 Is that in addition to ... How about homework.

30
31 With second graders, I do not have, I want them to be responsible and
32 I am building that. I send the homework home.

33
34 It is just the general things for the week.

35
36 It is so the parents know and by informing them as to the concepts
37 and the things we are going to do working during the week so they can
38 enforce that at home.

39
40 Sop, you were doing this once a week?

41
42 Once a week, every Monday.

43
44 I have used the system, probably 15 times, in the month of February.
45 I put one message on for my eighth grade student, one message for my
46 seventh grade students, every week. For instance, last week I said
47 that there will be assigned tests from chapter 13th for seventh grade
48 on Thursday. Well, we had a visitor so the test was postponed so on
49 Tuesday I was back on the system announcing that the tests will not be
50 on Thursday but on Monday. I use the system all the time. I send
51 messages; I have like a million of those distribution list; one for

Tape Transcription

VOICE MESSAGING

(4)

1 seventh grade, one for eighth grade, one for teachers, one for this
2 and that. I sent messages to the teachers last week. My grocery
3 script was missing and they put it in my box and it was not in my box;
4 but I needed it because it is \$100.00 and I sent a message out to all
5 teachers asking them to, please, check their stuff and look for it. I
6 do send messages to the parents, even if I teach seventh and eighth
7 grades, I am not sending the messages to the children, I am sending it
8 to their parents and I find it really interesting when a student
9 walks in and says, are we having a test on Thursday, you didn't tell
10 us. Well, it was in my voice mail and their parents have gotten that
11 message and said, you know, make sure you get the information for the
12 test on Thursday. the parents do that for the students. I usually
13 put the notices on Sunday nights.

14
15 So, you still tell the students but ...

16
17 Yes, I do tell the students but this is an overview for the parents.
18 I also like it because , I do not know about what you do, but I go
19 crazy when children come back to school after they have been absent
20 and say, did I miss anything? You were not in my class so, of course,
21 you missed something. They can, however, call the hot-line, that
22 night, and find out exactly what they missed and what they need to
23 make-up and it saves me a tremendous amount of time and a headache. I
24 put answers to reviews on there; I say, if you want the answers to
25 this review call my hot-line number tonight. I talk fast enough so
26 the children cannot write it down. I have children for whom we were
27 doing extra credits the other night and ... I have had some children
28 who cheat; one could get the answer and the next morning everybody has
29 the answer. My policy is, if you have to call me, leave a message on
30 my voice mail. If it was an easy question, go outside and tell me
31 what phase of the Moon is tonight. Well, I went and checked my voice
32 mail and said, you have 15 new messages and I was really excited. So,
33 I gave those children extra credit and I went to hang up and I checked
34 the messages again and checked her messages and I had ten more. By
35 the time I was done listening to those 15 I had more. so, those 25
36 children did their work, went outside, figured it out the night before
37 and got the credit for it. Had I waited for the next day I would have
38 had 70 children who got credit for the extra credit when they actually
39 didn't do it. It was a first quarter when it was in the first and
40 before they came to class everybody would have known so I would have
41 not been able to determine who did it and who did not. So I put a
42 voice mail for that. If you are calling about the extra credit press
43 eight, I do not remember what the numbers are, I think it is two,
44 press two when you can leave me a message and you will get your extra
45 credit.

46
47 Interesting.

48
49 It has been really successful.

50
51 do you also put homework on it?

Tape Transcription

VOICE MESSAGING

(5)

1 Yes, I put homework on Mondays. If it changes, I go in, because you
2 can have three messages at one time, I think. I go back in and I say,
3 this is an amendment to that message on Monday and we are actually a
4 day behind so we are not going to get to that.

5
6 How can you just leave homework only on Mondays?

7
8 Well, I have my lesson plan so I know what we are to do for the whole
9 week. On Wednesday we are going to do section 1-2, on thursday we
10 will do section 1-3. those children who are really goal-getters who
11 on Monday night will call and do all week's homework. That's good
12 for them.

13
14 the same things only it is on paper. They do not work those On
15 Monday, but the whole week.

16
17 As I say, I do not send them out, [REDACTED] does, but I put my homework
18 for my classes.

19
20 Something else you brought up in discussing which, I guess, were you
21 the one who called us? Whoever called, I had never thought about it,
22 you said, when you call, like [REDACTED] she said, do you use it for
23 teachers and I said, no. We are all computer connected within the
24 building so everything goes through a quick-mail so I had never in my
25 life even thought about sending a message to a teacher that way.

26
27 Yes, let us say, we have CPR classes, I would call the teachers and
28 say, we are going to do a CPR class on such day. The thing I like
29 best about it is that I can have the machine tell me if they picked
30 up their message. They cannot say to me, I never got your message;
31 yes, you did. It was 3:18 so do not tell me you did not get it. I
32 like that part. I really do, for the teachers. A lot of times you
33 have to treat as children. So, I know. Likewise, there is this one
34 little nun lady who does not pick up her messages at all and I can
35 say, sister, you need to check your voice mail because I left a
36 message on there for you.

37
38 So, is it --- announce to teachers or leave messages for teachers.

39
40 I would say we have never.

41
42 I really have not. I have not gotten out of that writing note and
43 send it.

44
45 Is there any reason why not? Why have not you thought about it?

46
47 No, I am usually sitting at my desk and there is not a telephone
48 around when I want to say something to them so it is just easier for
49 me to jot a note down and send it to [REDACTED] or any other teacher than
50 it is for me to pick up, go to the lounge. Our biggest problem is
51 that we only have two telephones, two lines and it takes too long.

Tape Transcription

VOICE MESSAGING

(6)

1 We have phones in our room. it is a brand new school.

2
3 We did not have them before this.

4
5 What school is that?

6
7 I am probably guessing ... four, five or six.

8
9 Yes, there are telephones in every room and that is every room; I
10 mean, not only class rooms. In the work-room, in the lunge.

11
12 Do you have coming lines to you?

13
14 somewhere between four and six, I think. Occasionally we have trouble
15 but not often.

16
17 We do not have phone in our classrooms.

18
19 I have access in the work-rooms and there are three or four in the
20 office, in the computer rooms, in the regular classes we are allowed
21 to have phones so we have six lines.

22
23 I am guessing.

24
25 When you get to a phone note, do you have trouble getting a line or
26 not?

27
28 Once in a great while.

29
30 It takes time.

31
32 You do not even have phones to get to a phone. Is it busy.

33
34 Yes, because there are only two lines.

35
36 Something else; I forward messages from parents. I do not know if I
37 have forwarded any for you but I have forwarded messages where the
38 parent would say, well, I want to know what is going on with their
39 social studies grade. Well, I do not teach social studies, I have to
40 keep them at home which, of course, in our school it means you get
41 burned to them. I do not teach social studies so I will either send ,
42 I do not know if I forwarded any to you, I know I talked to you about
43 that one student who said his mother wants to know; would you please
44 call my mother and let her know what is going on. In fact, I recorded
45 one message and sent it to both the English teacher and the social
46 studies at the same time. It was nice.

47
48 Are these, you have a list up to whom to send them. Is that one
49 list? do you have only one list.
50

Tape Transcription

VOICE MESSAGING

(7)

1 Depending on how many students. I think we have one list for each
2 home-room and then you can set it up any way you want.

3
4 Okay, just one list for home-room.

5
6 You have just one list because you have only one class, for
7 elementary. So,

8
9 It is actually a poor list.

10
11 I have six because mine are different from yours. You are not an
12 ability group; so I have three small groups on eighth graders so I
13 have group A1, A2 A3.

14 [REDACTED], yours is only once a week, is that right?

15
16
17 That is all I use.

18
19 Yes, once a week and it is the homework and that is it.

20
21 also, when we went to the Court house to experience and I said, we are
22 going to the court house experience; we have junior achievement coming
23 in and I have mentioned that we would be having junior achievement for
24 the next twelve weeks. So and so is our achievement volunteer.
25 Students are to do their homework that is assigned to them. I did
26 get a big pet-talk; hey, this has to be done and I am not taking no
27 for an answer. However, I did put it on there depending on who
28 picked up and called in. It depends on who has a message.

29
30 [REDACTED], yours changes continually.

31
32 Whenever it is needed. I took 84 children to San Diego on a Weekend
33 trip and I sent messages into the voice mail; both by sending a couple
34 of other parents so they only got two or three saying, we made it to
35 San Diego. My bus is going under ---, it is 5:00 in the morning. Let
36 me know if all the children got there save. We had a report like
37 crazy and the second bus never got to go on the ---. We left a
38 message saying that and we said that in the way home we are in Palm
39 Springs we will be back home in, I do not know how many hours it was.
40 You can meet us at school. the parents found that really helpful.

41
42 Back to you; it was just a few times you have used it, is that right?
43 Two or three times?

44
45 I try to do it every week. I do not always have every week.

46
47 Is there a certain time of day when you do this.

48
49 This is on Monday mornings.

50
51 Is there a certain time of day?

Tape Transcription

VOICE MESSAGING

(8)

1 I do not have a set time, no. If I do anything I do it as
2 consistently as possible on Friday and that has not worked really well
3 and, like I said, I just, a lot of it is just thing did not work.

4
5 How about. How long have you been using the service. When did you
6 first start it.

7
8 September of 93.

9
10 Have you been consistent over time or it has changed?

11
12 Mine has been consistent.

13
14 Very consistent.

15
16 I do a lot of communicating as far as one on one, sending messages
17 back. Parents put their homework sheet. We use something called the
18 Monday folder o everything goes home on Monday and once I get all the
19 notes back on Tuesday or Wednesday. So, rather than writing a note to
20 return to that parent, a lot of times I will just send a message on
21 that voice message, if they have the system. I do not put that,
22 generally, rather than take the time to write them a note. I know of
23 my ---- comes in and she and I communicate that way all the time.

24
25 Do you use it seeking to increase some?

26
27 It is to increase some. I think that I was having trouble getting my
28 messages put on the machine.
29 figuring out how to work the system and ...

30
31 My biggest problem is getting them off. I can get them on but I do
32 not know how the get them off.

33
34 I still get my kid sheet out. I still get my little pamphlet out to
35 know what I should do.

36
37 do you struggle to get some thing done.

38
39 It is for me; I do not know why. I have voice message at home where I
40 can do anything but for some reason I have to get that little thing
41 that says voice messaging.

42
43 I know that this definitely be with me every time I need it. I have
44 voice messaging at home as well and my numbers are really very similar
45 and I go, wait a minute, is that home, or is this other number. The
46 dialing retrieval number, 956. So, I really have to stop and think
47 which way is which.

48
49 I do not know why, but I have trouble getting my messages off. I
50 still get my little sheet out. Part of it I think is not clear. I
51 cannot remember what the word E is.

Tape Transcription

VOICE MESSAGING

(9)

1 We have to listen to the whole message first or you have to know how
2 to fast forward through it. Everything else, when you delete, press
3 seven. For this to delete, press two. It would be so much easier if
4 it were the same for everything. To delete a message on your list you
5 have to press a different number.

6
7 Speed it up.

8
9 the wording does not say exactly the same as to how you have get into
10 it. I cannot remember the wording.

11
12 I had trouble just at the beginning; much of it was understanding what
13 they were telling me.

14
15 I think that, we as teachers, we speak educational needs. Our
16 vocabulary is a little bit different and this was not written in
17 educational needs or to what we might be accustomed to doing in a
18 school situation. Once we went past that everything was easier.

19
20 I am glad you are saying that because, when I looked at it the first
21 time and started to do this between this and E Mail and the computers
22 and the telephones and all these ... it was just overwhelming for me.
23 I do not understand this at all. It was much to do in one year.

24
25 I have a masters degree, that is the impression you get.

26
27 You know it is different to have voice mail at home.

28
29 Can you give me some examples of what kind of things are awkward in
30 there?

31
32 WHY DO YOU HAVE TO PRESS TWO OR SEVEN INSTEAD OF PRESSING TWO AND
33 SEVEN.

34
35 So IT HAS TO BE CONSISTENT. WHAT ELSE? Is it the terminology?

36
37 We are reading the broadcasting list and, to me, I do not know, it
38 took me a while to be able to do that and it was like trial in there
39 and removing messages from this and only mail box. I do not why, but
40 if I do not have exactly

41
42 I will tell specifically my problem. See here, where it says, entry
43 your mail box. I did not have a lot of problem with this because I
44 have voice mail at home and I was really excited and I was really
45 aggressive and I wanted to learn that off but I will tell you that for
46 the first month of school every night I would get a call from a
47 teacher or another staff member who could not figure it. I have two
48 lines on my phone and I would say, hold on, I would conference two
49 lines together and we would go step by step by step. You needed
50 someone to sit down with you, one on one for an hour or a half an
51 hour or fifteen minutes for the first month or something similar.

Tape Transcription

VOICE MESSAGING

(10)

1 They need to be told, where it says entry your mail box, you need to
2 go back up to hear and you need to go through this whole thing in your
3 mail box. Nobody ever told me, when you call from school you have to
4 do something different.

5
6 If you were to adhere to this listing, where it says answer your mail
7 box, you have to go and do all this. Entry your mail box, you have to
8 this first and then you can go down and do this.

9
10 The other thing was, as I said, I didn't know, when I call from
11 school, that I was not going to get the same thing I get when I call
12 from home. That throws a lot of people off. When you hear [REDACTED]'s
13 voice, she is her secretary. you press star and you can go right
14 regular. When you hear [REDACTED] talking, press star because you know
15 you are not in the right system. People would be right at home and
16 press star and it was not working.

17
18 [REDACTED] would not answer the phone. she has a different phone in a
19 different system.

20
21 We did have training for one, I guess it was 40 minutes. There were
22 four or five people there and the man did a fine job telling us how to
23 do it but we still did not do how to do it. His presentation was fine
24 and we thought, okay, that makes sense. We all went back and said,
25 okay, what do we do again. It still was not doing it and it was not
26 clear. He met with us individually or two. So the one teacher who
27 did not pick it up and said, I tried it and I still cannot get through
28 this. She said, now, you have to go to my room; I will show you how
29 to do it on the school phone e. Well, as you are saying, you go home
30 and it is a different thing. It took me a while to feel comfortable
31 enough to give it a try. I sat at home by 9:30 saying, okay, are you
32 going to try this again. It is nice when you are home and if you make
33 mistakes it is not a problem. It is scary to try it if you are not
34 getting through the first or the second time; it gets frustrating.
35 Then you would say, I better write them a note.

36
37 I was doing it and punching away and, of course, it would not work and
38 I would be yell and scream and still it did not work. I would try
39 again and would end up complaining.

40
41 What would you change? I hear you saying that it needs to be made
42 consistent with voice messaging. make it consistent as far as delete;
43 make it up two or seven to be the same.

44
45 You know, delete is always seven.

46
47 Do training; one on one training.

48
49 We have finally sat down to find out how to put a message. This is
50 how to erase a message and it was there. this is how to input.

51
Tape Transcription

1 I think it would make a difference.

2 Like a recipe. In fact, [REDACTED] did something like that.

3 did you sit and re-wrote it yourselves?

4 Did you write that over?>

5 I know that the person who wrote this probably understood but, like
6 you are saying, enter your mail box and then you have to go and reply
7 your messages and you go to send a message you have to put it down
8 here, enter your mail box again. so, instead of having it ... or
9 refer back to one. It would probably be easier if you had four or
10 five different slips and saying, enter your mail box.

11 So, it could be sequential because I am planning to do something a lot
12 easier.

13 It is okay, this is the reason for this feedback.

14 Yes, it could be a little bigger sheet but, I mean, if you can read
15 one call to relay message and then, from the very first pick up, we
16 will see.

17 I think it is an educational thing as well. I think, as a teacher, I
18 am used to a certain vocabulary and, once again, I think this is not
19 written quite to my understanding.

20 So, it sounds like most of you struggled at first.

21 Also, I had a problem with messages versus greetings. Think about how
22 you get an answering at home and you say, hi, it is [REDACTED], I cannot
23 get to the phone. That is what I thought we were doing and we were
24 not. We are putting a message which is different from a greeting and,
25 again, we have a teacher who, in February finally figured it out.
26 She finally said to me, I cannot get this message erase, how do I get
27 it erased? It was not a message; it was a greeting and it was from
28 october and she had never changed it. It was a greeting and I thought
29 it was not good. You do not put a greeting in either mail box.

30 So, how to change the greeting.

31 I did not know that either. I thought the greeting was what I was
32 going to play out. I tried that also.

33 I thought that the greeting was then followed by whatever message and
34 that is not the case at all.

35 Yes, you have the greeting where you say, leave me a message. I did
36 not realize we had two.

1 That was when I was at home punching in and ...

2
3 So, everybody was struggling with it at the beginning and then, we
4 learned it.

5
6 I think once we get started, once you get going with it, that does not
7 sink quite so bad. The benefits you are getting from it come from
8 going up and running.

9
10 What are the benefits?

11
12 I think just that parent communication we mentio9ned. If you are
13 communicating with parents that makes your job easier and it
14 benefits the children as well as the parents. That communication is
15 vital.

16
17 I really think that the parents can say, I did not know about it. It
18 is there and all you have to do is pick up the telephone and listen.
19 The students cannot say, she never told us, it is right there. It
20 also keeps me organized too; in the sense that I have to put
21 everything on once a week. so, I have to have myself very well
22 planned out with whatever I am going to do during the week. If not,
23 my --- she goes ahead and, I had never thought of that, she puts it
24 into the machine. I will say to them, I am sorry, but we have to
25 change the plans on my voice mail. It does say that you are going to
26 have a test but you are not ready for it so we will wait until next
27 week. They will say, what happen to work-sheet number 25? I will
28 say, well, we are not there yet.

29
30 So, after we have gotten through some of this thing; you should start
31 picking up on it; you start using it more than you did at first. The
32 reasons for having the usage starting to increase are?

33
34 I like the fact that you can use it at any time. You are not going to
35 waste time because, tech technically, as teachers, we are so geared in
36 to get things accomplished at school that, in many occasions you hate
37 to take that time right after school, at least I do, to sit and call a
38 parent and then get tight up and then you need to go home and if there
39 is something you need to communicate I can do it at 10:30 or 11:30 at
40 night. I do not need to wake them up and still leave that message.

41
42 Parents call; I have parents who will call and leave me a message at
43 10:00 at night or they will think of something and they feel more c
44 comfortable sending me a message later in the evening because they do
45 not want to check their messages before school starts. I like it when
46 a parent leaves me a message; some times, if they have a question or
47 they want to know something that gives me a little bit of time extra.
48 They will leave me a message and they say, oh, I can take care of
49 that.

VOICE MESSAGING

(13)

1 Another advantage is that, one of two ladies was talking about leaving
2 messages to parents. I get really frustrated on people who do not
3 have voice messaging because then I have to talk to them. It is not
4 that I do not want to talk to parents. last night, a mother called me
5 with a question that took a minute to answer, yes, your son has made
6 up all his work and his average is at 80. 45 minutes later I am
7 hearing about how glad she is that he broke up with his girl friend
8 and on and on. How can her son get this class for the next year and
9 I did not have 45 minutes to sit and listen to her go on and on.
10 I would check my list and I was actually recording her message and
11 was trying to send it and I was not able to do that. I was really,
12 really frustrated because instead of taking one minute to tell her
13 what happened I get to sit 45 minutes of my family time. Fine, I do
14 not call parents as often or as quickly if they do not have voice
15 messaging. I do not tell my principal that.

16
17 To be really honest, that is not a good idea.

18
19 that is an issue; I have one parent who is the same. I mean, she is
20 wonderful but she is the same way; you never converse with this lady
21 for less than 45 minutes or better. It does not matter whether she
22 has an issue to discuss or not. I mean, she is just a wonderful lady
23 but she does like to talk. So, it is nice if I can leave her a
24 message or something to which I can respond and I can do it on a voice
25 message and talk to her later when I have the time to do so.

26
27 It seems like it is an efficient way to communicate. You can choose
28 when you want to communicate and it also encourages you to communicate
29 more if you are not going to worry about being blunt.

30
31 Before, and I hear that once you started using it, you started to have
32 some of these difficulties. Before, at the beginning, when you first
33 heard about this, what was your initial reaction, how did you
34 initially feel about this?

35
36 I was excited about it but it was because I already had the voice
37 message at home. It was really for me.

38
39 I was not excited. I was very apprehensive because I was not sure
40 what this connection into their home and mine meant. Would I have my
41 time, meaning my personal time as a parent, as a mother or a wife; or
42 would I be totally connected with their families? I was not sure how
43 that was going to work.

44
45 I have a lot of very intense parents, very concerned parents and I
46 agree with you; communication is the best line, it helps everyone but
47 I was not sure where that was going to leave me.

48
49 also the fear of getting into it for fear of what I would find. It
50 kept me a little hesitant.